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ABSTRACT

Each year the Continuing Education Committee of the Library Instruction Round Table of the American Library Association selects the top 20 journal articles and publications for the previous year. This collection presents these bibliographies for nine years from 1985 to 1993. Each bibliography is annotated and offers a sampling of the 20 best or most informative publications relating to library instruction or library user education for the previous year. Publications represent instruction in academic, public, school, and special libraries. Topics of the selected publications include the following areas: instructional methods and design; learning theory; application of technology to library instruction; user behavior; training of library professionals; and the evaluation of bibliographic instruction librarians and programs. An author index is provided. (The combined bibliographies contain 180 items.) (JLB)

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Top Twenty Bibliographies

compiled by the

Continuing Education Committee

of the Library Instruction Round Table

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IR055057

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LIRT'S TOP TWENTY BIBLIOGRAPHIES, 1985-1993

Each year the Continuing Education Committee of the Library Instruction Round Table of the American Library Association selects the top twenty journal articles and publications for the previous year. Each bibliography is annotated and offers a sampling of the twenty best or most informative publications relating to library instruction or library user education for the previous year.

Publications represent instruction in all types of libraries -- academic, school, public and special. Topics of the selected publications include the following areas: instructional methods and design, learning theory, application of technology to library instruction, user behavior, training of library professionals, and the evaluation of bibliographic instruction librarians and programs. The Top Twenty bibliographies are published annually in the following year's June issue of the LIRT newsletter, "Library Instruction Round Table News."

LIRT's Continuing Education Committee is made up of library professionals from across the country, representing academic, public and school library media centers.

LIRT'S MISSION STATEMENT

To provide a forum for discussion of activities, programs and problems of instruction in the use of libraries; to contribute to the education and training of librarians for library instruction; to promote instruction in the use of libraries as an essential service, and to serve as a channel of communication on library instruction between the ALA divisions, ALA and ACRL committees, state clearinghouses, Project LOEX, other organizations concerned with instruction in the use of libraries, and members of the Association.

LIRT'S TOP TWENTY FOR 1993

American College and Research Libraries (ACRL). Community and Junior College Libraries Section (CJCLS). Bibliographic Instruction Committee. "Immodest Rebuttal: A Community College Perspective." *Research Strategies,* 11 (Spring 1993): 100-105.

The CJCLS BI Committee responds to Tom Eadie's article "Immodest Proposals" (LJ, October 15, 1990). Due to the diversity of the student population in community colleges, bibliographic instruction programs are essential.

Becker, Karen A. "The Characteristics of Bibliographic Instruction in Relation to the Causes and Symptoms of Burnout." *RQ* 32 (Spring 1993): 346-357.

This article reviews the literature on the burnout phenomenon, and discusses how many BI librarians fit the classic burnout pattern common to the "helping professions." The author offers the following coping strategies: setting realistic goals, adjusting workloads, and increasing rewards and recognition.

Bowers, John Waite and Catherine C. Cunning. "Passages, Contrived Corridors; Mobilizing Volunteers for a Public Library Tour." *Public Libraries* 32 (May/June 1993): 143-147.

Bowers and Cunning provide an informative article that describes a library tour instruction package developed by librarians at Boulder Public Library. The tour package involves training library volunteers to act as guides on walking tours through a newly expanded public library facility.

Davis, Dorothy F. "A Comparison of Bibliographic Instruction Methods on CD-ROM Databases." *Research Strategies* 11 (Summer 1993): 156-163.

This article presents the findings of a study that compares the effectiveness of four methods used to teach students to search PsychLit on CD-ROM. The methods compared are: 1) lecture/demonstration, 2) lecture/demonstration using LCD, 3) video, 4) computer based tutorial.

Ellis, David. "Modeling the Information-Seeking Patterns of Academic Researchers: A Grounded Theory Approach." *The Library Quarterly* 63 (October 1993): 469-486.

Ellis examines a different method of research, the grounded theory approach, for investigating complex human behavior. He applies this methodology to information-seeking behavior of academic researchers.

Hardesty, Larry, Jamie Hastreiter and David Henderson. *Bibliographic Instruction in Practice: A Tribute to the Legacy of Evan Ira Farber.* Ann Arbor: Pierian Press, 1993.

The papers in this volume are based on presentations at the fifth annual Earlham College-Eckerd College Bibliographic Instruction Conference. Farber describes the BI program at Earlham and presents his case for BI in the learning/teaching process. In addition, a wide variety of projects for the sciences, social sciences and literature are identified. Many of these projects may serve as alternatives to the traditional term paper. Multiple viewpoints, teaching faculty, students, administrators, and collection developers, are included.

Isbell, Dennis and Carol Hammond. "Information Literacy Competencies." *College & Research Libraries News* 54 (June 1993): 325-27.

The authors clarify how developing information literacy competencies for students at a metropolitan university can assist both in marketing library instruction to faculty and in developing curriculum in academic units. Future plans are also specified.

Jacobson, Frances F. and Michael J. Jacobson. "Representative Cognitive Learning Theories and BI: A Case Study of End-User Searching." *Research Strategies* 11 (Summer 1993): 124-137.

Jacobson and Jacobson discuss several learning theories (Transforming Mental Models, Cognitive Flexibility Theory, and Situated Cognition) and their applicability to instruction in database searching for high school students. Common themes from these theories include: the active role of the learner in constructing knowledge; the importance of knowledge-based learning; and the importance of expert knowledge and performance as a model for novice database searchers. The authors present one possibility for instructional design based on these theories.

Keefer, Jane. "The Hungry Rat Syndrome: Library Anxiety, Information Literacy, and the Academic Reference Process." *RQ* 32 (Spring 1993): 333-339.

The author explores process models of information seeking, rather than information-as-product models, as another way to view information use and library instruction. She advocates moving the emphasis from the right answer to finding the right question. In addition, she offers suggestions on strengthening the human aspect of reference service.

Kuhlthau, Carol C. "Implementing a Process Approach to Information Skills: A Study Identifying Indicators of Success in Library Media Programs." *School Library Media Quarterly* (Fall 1993): 11-18.

Kuhlthau describes a study that investigated both problems and success factors in implementing a process approach to learning information skills in school library media programs. The process approach involves not only locating information, but developing skills for interpreting and using information from a variety of sources. (See also the author's book, *Seeking Meaning: A Process Approach to Library and Information Services.* Norwood, NJ.: Ablex, 1993.)

Levene, Lee-Allison and Polly Frank. "Peer Coaching: Professional Growth and Development for Instruction Librarians." *Reference Services Review* 21 (Fall 1993): 35-42.

The authors discuss the benefits gained from peer coaching, and describe procedures for developing such a program. They emphasize the need for voluntary participation, confidentiality, mutuality and trust between coaches and partners, and non-evaluative feedback.

Millsap, Larry and Terry Ellen Ferl. "Search Patterns of Remote Users: An Analysis of OPAC Transaction Logs." *Information Technology and Libraries* 12 (September 1993): 321-343.

OPACs are becoming increasingly sophisticated in search capabilities while transaction logs show users tend towards basic commands and single indexes. This article suggests that BI librarians would benefit users more by concentrating on improving system design rather than instruction. The authors make recommendations on how to deal with users' difficulty in reformulating unsuccessful searches.

McKinzie, Steve. "Bibliographic Instruction or Research: What's in a Name?" *College & Research Library News* 54 (June 1993): 336-37.

McKinzie questions the use of the term bibliographic instruction. He asks librarians to find a better way to express how we work with patrons. He suggests that teaching research skills, showing patrons how to get information, is more appropriate.

Nahl-Jakobovits, Diane and Leon A. Jakobovits. "Bibliographic Instructional Design for Information Literacy." *Research Strategies* 11 (Spring 1993): 73-88.

This article is based on the authors' address at the BIS program, ALA 1992 Annual Conference. They present a new paradigm of Bibliographical Instruction Design that offers a more holistic perspective, combining instructional design and a system approach. They argue for integrated objectives in library instruction incorporating the affective, cognitive, and sensimotor domains. The authors include a classification of information literacy skills.

Prince, William W. and others. "Project-Focused Library Instruction in Business Strategy Courses." *Journal of Education for Business* 68 (Jan-Feb 1993): 179-83.

The authors present the results of surveys administered before and after a library instruction session for students in an undergraduate course on business strategy. The surveys assessed library-use anxiety, ability to use library resources and satisfaction with library instruction.

Ruscella, Phyllis L. "Scoring: Bibliographic Instruction Helps Freshman Athletes Compete in the Academic League." *Journal of Academic Librarianship* 19 (September 1993): 232-236.

This article describes the University of Central Florida's participation in a structured support program, two one-hour sessions, for freshmen athletes "to afford them the opportunity to succeed equally in both the sports arena and the academic arena." The program includes critical thinking, selecting research topics, and a hands-on activity using printed and computerized indexes.

Shonrock, Diana and Craig Mulder. "Instruction Librarians Acquiring the Proficiencies Critical to Their Work." *College & Research Libraries* 54 (March 1993): 137-149.

The authors identified 84 proficiencies and then surveyed instructional librarians on where the proficiencies were acquired. In addition, the instructional librarians were asked where they would prefer to acquire the skills. A chart of the 25 most important proficiencies is included. The authors report that skills are overwhelmingly learned on-the job, self-taught, or through other formal education. Only two of the proficiencies were primarily acquired in library school.

Warmkessel, Marjorie Markoff and Frances M. Carothers. "Collaborative Learning and Bibliographic Instruction." *The Journal of Academic Librarianship* 19 (March 1993): 4-7.

Warmkessel and Carothers discuss collaborative or cooperative learning and its use in school and academic libraries to improve the effectiveness of library instruction. Using a strategy known as "pairing", the authors introduced undergraduates to electronic database searching on CD-ROM. Advantages of using pairing, such as developing a friendly environment for students to contribute without pressure, are detailed.

Westbrook, Lynn. "User Needs: A Synthesis and Analysis of Current Theories for the Practitioner." *RQ* 32 (Summer 1993): 541-549.

Westbrook examines and synthesizes developments in research on user needs. She discusses how various theories view the user, information/knowledge, and using information/knowledge. In addition, she comments on areas of consensus among researchers and future research needs.

Wiggins, Marvin E. and Donald H. Howard. "Developing Support Facilities for BYU's Bibliographic Instruction Program." *Journal of Academic Librarianship* 19 (July 1993): 144-148.

The authors trace the development of one institution's bibliographic instruction program and the instructional facilities needed to support it. They take into account factors such as changing curricula, growing numbers of students reached, and the impact of library automation. They also describe a model lab facility that permits the demonstration of OPACs, CD-ROMs, and Internet resources, as well as hands-on practice.

LIRT'S TOP TWENTY FOR 1992

An annotated bibliography prepared by the following members of the Library Instruction Round Table's Continuing Education Committee: Suzanne Holler, editor; Scott Davis, Committee Chair; Craig Gibson; Lorna Lueck; Susan Paznekas; Libby Pollard; John Spencer; and Thomas Zogg.

Affleck, Mary Ann. "Bibliographic Instruction in Community Colleges: Current Practice and the New Standards." Research Strategies, 10(Winter 1992):24-33.

Reports survey findings about the types of bibliographic instruction programs offered at 120 two-year college libraries. Results identify how current instructional programs at such institutions meet the 1990 ALA Standards for Community, Junior, and Technical College Learning Resources Programs.

Arp, Lori and Gerald (Jay) Schafer. "Connecting Bibliographic Instruction and Collection Development: A Management Plan." RQ, 31(Spring 1992):398-406.

Describes a joint project for collecting and analyzing data for bibliographic instruction and collection development programs. Utilizing data on patron information needs, collection use, and discipline-specific research methodology helps centralize planning and management decisions in both areas. Examples of subject area information packages are provided as appendices.

Bergman, Emily and Lill Maman. "Aims of User Education: Special Library Results." Special Libraries, 83(Summer 1992):156-160.

Details findings specific to user education in special libraries as identified by a LIRT Research Committee survey. Results indicate that "enabling people to refine and articulate information needs is the most important conceptual aspect of library instruction" in special libraries.

Bodi, Sonia. "Collaborating with Faculty in Teaching Critical Thinking: The Role of the Librarian." Research Strategies, 10(Spring 1992):69-76.

Examines the need for information evaluation and describes two models for stages of research and the place for library instruction on critical thinking in each. Also focuses on practical ways to build faculty-librarian collaboration for including critical thinking as a component of research and cites two cases from North Park College in Chicago where such partnerships exist.

Drueke, Jeanetta. "Active Learning in the University Library Instruction Classroom." Research Strategies, 10(Spring 1992):77-83.

Presents ways to incorporate active learning methods in library instruction classes using case examples from the University of Nebraska. Includes a list of active learning techniques which can be useful in one-shot library instruction sessions.

Eisenberg, Michael B., and Michael K. Brown. "Current Themes Regarding Library and Information Skills Instruction: Research Supporting and Research Lacking." School Library Media Quarterly, 20(Winter 1993):103-110.

Discusses four major themes or assumptions about library and information skills instruction in library media programs and reviews research supporting these themes or evidence on the lack of such research.

Farmer, D. W. and Terrence F. Mech, eds. Information Literacy: Developing Students as Independent Learners. New Directions for Higher Education no. 78. San Francisco: Jossey-Bass Publishers, 1992.

Collects a wide range of articles on the concept of information literacy. Focuses on its links with curriculum reform, accreditation, diversity and cultural pluralism, the "electronic library," and resource-based learning in general.

Feinberg, Richard and Christine King. "Performance Evaluation in Bibliographic Instruction Workshop Courses: Assessing What Students Do As a Measure of What They Know." Reference Services Review, 20(Summer 1992):75-80.

Relates how bibliographic instruction is offered at SUNY Stony Brook: students first read workbook chapters and review practice questions, then attend workshops, led by a librarian, where practicum tests and learning evaluation take place. Compared with traditional bibliographic instruction lectures or tours, this affords a more individualized learning situation for students and an alternative for librarians who prefer one-on-one interaction with students.

Fister, Barbara. "The Research Processes of Undergraduate Students." The Journal of Academic Librarianship, 18 (July 1992):163-169.

Examines an interview study designed to compare how undergraduates who have successfully completed research assignments actually went about the research process, as opposed to how instruction librarians tend to teach the process. Includes recommendations for library instruction.

Harris, Roma. "Bibliographic Instruction: The Views of Academic, Special, and Public Librarians." College & Research Libraries, 53(May 1992):249-256.

Reports on a survey designed to identify the perceptions of academic, special, and public librarians regarding the role of library instruction within traditional reference services. Results indicate that these three groups hold "very dissimilar views about bibliographic instruction."

Jacobson, Trudi E. "'All I Need Is In the Computer': Reference and Bibliographic Instruction in the Age of CD-ROMs." In Assessment and Accountability in Reference Work, ed. Susan Griswold Blandy, et al. (Also published as The Reference Librarian, no. 38). Binghamton, N.Y.: The Haworth Press, 1992.

Addresses the need for educating students about the appropriate use of the proliferating CD-ROM products so popular in libraries. Understanding the scope and coverage of CD-ROMs and using critical thinking are increasingly important for students if they are to use these tools intelligently.

Jacobson, Trudi and John Vallely. "A Half-Built Bridge: The Unfinished Work of Bibliographic Instruction." Journal of Academic Librarianship, 17(January 1992):359-363.

Analyzes nonlibrary journals over a ten-year period, revealing only 74 articles relating to bibliographic instruction, a mere 18 of which were written by faculty. Stresses cooperative efforts with faculty and encourages librarians to continue to forge relationships with their academic colleagues.

LaBaugh, Ross. "BI is a Proper Noun." Research Strategies, 10(Winter 1992):34-39.

Draws parallels between teaching grammar and teaching library skills (both mechanics) and between learning to write and learning to research (both processes). Asserts that teaching mechanics does not help students understand the processes, and applies this premise to bibliographic instruction.

LaGuardia, Cheryl. "Renegade Library Instruction." Library Journal, 17(October 1, 1992):51-53.

Maintains that an introductory library skills class should not try to turn students into "minilibrarians." Reports on a syllabus inspired instead by frequent reference questions, with a focus throughout on practical, hands-on group assignments providing "need-to-know basics." One measure of the class' success is faculty perception of it as a "crash library survival course."

Norlin, Dennis A. "We're Not Stupid You Know: Library Services for Adults with Mental Retardation." Research Strategies, 10(Spring 1992):56-68.

Addresses the unique library instruction needs of mentally retarded individuals, a group often overlooked when adapting services for the physically impaired. Describes a study on the effectiveness of a public library's instruction program for mentally retarded adults. Reminds readers that "the public library is often the single educational resource available to [mentally retarded persons] in the community."

Norton, Melanie J. "Effective Bibliographic Instruction for Deaf and Hearing-Impaired College Students." Library Trends, 41(Summer 1992):118-125.

Offers an excellent, practical discussion of how academic libraries can meet the challenges of the Americans with Disabilities Act when it comes to bibliographic instruction for hearing-impaired college students. While written from an academic library perspective, many of the recommendations could easily be adapted to other types of libraries.

Rankin, Virginia. "Pre-Search: Intellectual Access to Information." School Library Journal, 38(March 1992):168- 170.

Describes the pre-search process, which provides a framework for junior high school students to explore and refine a topic. This mechanism helps them relate research to their prior knowledge of the topic and generate specific questions they want to investigate further.

Reis, Sally M., and Joseph S. Renzulli. "The Library Media Specialist's Role in Teaching Independent Study Skills to High Ability Students." School Library Media Quarterly, 21(Fall 1992):27-35.

Presents a twelve-step program for library media specialists to use in teaching independent study skills. Focuses on research methodologies that challenge gifted students to create qualitatively different products.

Saule, Mara R. "User Instruction Issues for Databases in the Humanities." Library Trends, 40(Spring 1992):596-613.

Provides an overview of constraints and opportunities for teaching database searching to humanities scholars. Examines the skepticism with which computers are viewed by humanists, and describes instructional approaches tailored to serve the special needs of the highly individualized and inexact nature of humanities research.

White, Herbert S. "Bibliographic Instruction, Information Literacy, and Information Empowerment." Library Journal, 117(January 1992):76,78.

Argues that the label "Bibliographic Instruction" implies training users in rote processes and techniques. Proposes that librarians should instead be educating and empowering users not only to be generally self-sufficient within a library, but also to understand and appreciate when and how to use the librarian as an information intermediary.

ACRL Bibliographic Instruction Section, Emerging Technologies in Instruction Committee. "Teaching Methods for End-User Searching: A Checklist for Planning." ***College & Research Libraries News*** **52 (July/August 1991):431-436.**

A thought provoking planning document in outline form, with each point being a question. Conceptualized and compiled over three years, the authors make a valid claim when they state: "It is a testament to the good conceptual bones of this document that it has managed to effectively weather the dramatic shifts in online tides since its conception."

Bartolo Laura M. "A Conceptual Framework for Teaching Legal Research to Undergraduates." ***Research Strategies*** **9 (Winter 1991):16-24.**

Describes course-integrated legal research instruction for undergraduates which includes a conceptual framework for teaching legal research and related critical thinking skills. Two library presentations are described, from an initial basic legal research session to a session on reading and evaluating judicial opinions.

Bjorner, Susan N. "The Information Literacy Curriculum—A Working Model," ***Iatul Quarterly,*** **no.2(1991):150-160.**

Considers how information literacy can become integrated into the curriculum. Suggests that a series of successive learning experiences from elementary school to adulthood would aid in such implementation and provides a model of competencies that would be included in information literacy instruction.

Carr, David. "Living on One's Own Horizons: Cultural Institutions, School Libraries, and Lifelong Learning." ***School Library Media Quarterly*** **19 (Summer 1991):217-222.**

A philosophical examination of the role of the school information center in helping students "to live on their own horizons, explore their own questions, and use information in the contexts of their own lives." (p. 217)

Cheney, Debora. "Evaluation-Based Training: Improving the Quality Of End-User Searching." ***Journal of Academic Librarianship*** **17 (July 1991):152-155.**

A Teaching model which helps end-users develop procedural and conceptual skills for database searching, and presents evaluation as the basis for improving end-user searching. Emphasis is placed on evaluating search results, rather than on simply learning how to perform a computer search.

Diehl, Susan J. and Terry L. Weech. "Library Use Instruction in the Public Library: A Survey of User Preferences." ***Research Strategies*** **9 (Winter 1991):25-40.**

Offers both a review of the literature on patrons' views of the necessity for library instruction and the findings from a recent survey of public library patrons' attitudes toward instruction in its various formats. While the findings were mixed, the survey and procedures would serve libraries well if considering similar undertakings.

Gratch, Bonnie G. and Charlene C. York. "Personalized Research Consultation Services for Graduate Students: Building a Program Based on Research Findings." *Research Strategies* 9 (Winter 1991):4-15.

A holistic article on providing individual BI to graduate students. Methodical explanation of project execution, evaluation. and conclusions addresses all details, including sensitivity to the orientation need of the participating librarians (subject specialists).

Huston, Mary M., Issue editor, "Toward Information Literacy—Innovative Perspectives for the 1990s." *Library Trends* 39 (Winter 1991): 18

Twelve articles that focus on helping library users achieve information literacy, i.e., an understanding of how knowledge is organized and of how to find and use information. "These authors' perspectives offer ambitious, innovative ideas which challenge the currently accepted notions about the appropriate scope and outcome of user education."

Leighton, Gordon B. and Marsha C. Markham. "Attitudes of College Freshman Towards Bibliographic Instruction." *College & Research Libraries News* 52 (January 1991):36-38.

Succinct article which explains idea, method, and conclusion of project to lessen library research/writing anxiety among first-year students. With results that reiterate student need for BI as a longitudinal process. Includes a BI manual that was designed by the librarian with faculty input, and received positive student response.

Moore, Penelope A., and Alison St. George. "Children as Information Seekers: The Cognitive Demands of Books and Library Systems." *School Library Media Quarterly* 19 (Spring 1991):161-168.

A study of the information-retrieval process used by twenty-three New Zealand sixth-grade children and the cognitive difficulties they encountered as they progressed from generating research questions on a topic to locating information in books. Findings suggest the need for students to be taught metacognitive strategies and critical thinking skills in conjunction with library research activities.

Nash, Stan, and Myoung Chung Wilson. "Value-Added Bibliographic Instruction: Teaching Students to Find the Right Citations." *Reference Services Review* 19 (Spring 1991):67-92.

Addresses information literacy from the standpoint of critical evaluation techniques which aid students in determining which of their CD-ROM search citations are appropriate and useful. Recommends a two-tiered instructional model to provide students with criteria for evaluating CD-ROM search citations, and for understanding the interrelationships between print and computerized indexes.

Nibley, Elizabeth, "The Use Of Metaphor in Bibliographic Instruction". in "Library Literacy" column, *RQ* 30 (Spring 1991):343-347.

Well-researched opinion piece on the glaring style weakness of BI: unintentional but extreme susceptibility to dullness. Metaphor use as a solution is discussed with a review of literature and existing applications in various academic subjects. Very insightful parallel between BI and reference books as candidates for stylistic input runs through this article. Obvious metaphor of BI librarian as teacher is parting thought of author's conclusion.

Nielsen, Brian. "The 'SHOW' Along With the 'TELL': How to Liven Up Presentations With New Technology." in "PC Monitor" column. *Online* 15 (January 1991):78-81.

Discusses using liquid crystal display (LCD) panels in training/ instruction sessions, offers buying tips, and includes two batch file programs that will allow formatting and displaying downloaded screens from online and CD-ROM systems. These useful programs will help create canned demos for those expected and unexpected times when live demos are not possible.

Nipp, Deanna. "Back to Basics: Integrating CD-ROM Instruction with Standard User Education." *Research Strategies* 9 (Winter 1991):41-47.

Assesses the value of CD-ROM technology in the wide array of tools and services libraries offer, as one unique tool which must be related to other library resources. Integrating CD-ROM instruction with standard user education methods, for example, including descriptions and presentations on CD-ROM products, raises questions about the content of basic skills programs.

O'Hanlon, Nancy. "Begin at the End: A Model for Research Skills Instruction." *Research Strategies* 9 (Summer 1991) :116-123.

Discusses a flexible method of teaching basic library skills involving dissection of the finished paper, its footnotes and sections of text, than relating the sources cited to the overall information-gathering process used by the writer.

Pelrowski, Mary Jane, and Lizabeth A. Wilson. "Avoiding Horror in the Classroom: In-House Training for Bibliographic Instruction." *Illinois Libraries* 73 (February 1991):180-186.

Advocates in-house training for bibliographic instruction both as preparation for novice teachers and as continuing education for current practitioners. Provides goals, objectives, and a checklist for such a program; discusses trainer/trainee interaction; describes three existing programs; and lists further resources. both print and organizational, useful in planning or implementing such a program.

Piette, Mary I. and Nathan M. Smith, Jr. "Hypermedia and Library Instruction: The Challenge of Design.' *Reference Services Review* 19 (Winter 1991):13-20.

Outlines the experiences undertaken in designing Project FORE-Focus on Research and Evaluation, a hypermedia program developed at Utah State University. A good article for those planning a similar project, includes examples of the graphics ;and text used throughout the program.

Reichel, Mary. "Refocusing and Library Instruction." In "Library Literacy" column, *RQ* 30 (Summer 1991):497-501.

Examines the trends in the field of academic librarianship in such areas as strategic planning, the future of librarianship, and technology and the impact of these trends on the relationship of the library to the teaching-learning process.

Warnken, Paula N. and Victoria L. Young. "Application of Training Principles and Techniques for Successful Library Instruction." *Reference Services Review 19* (Winter 1991):91-96.

Discusses the principles of training, pointing out the similarities between librarians and trainers, and how librarians can successfully use training techniques in their library instruction presentations.

Wesley, Threasa. 'Teaching Library Research: Are We Preparing Students for Effective Information Use?" *Emergency Librarian* 18 (January-February 1991):23-30.

Covers why and how teacher-librarians should be concentrating on conceptual, decision-making skills rather than on mechanical, use-of-library skills in library instructional programs. Ideas presented are useful for all levels of library instruction from elementary-secondary school through college.

LIRT'S TOP TWENTY FOR 1990

Bell, Steven J. "Using the 'Live Demo'." Online, 14(May 1990):38-42.

Discusses live demonstrations of online searching during instructional sessions. Highlights advantages for doing so and provides helpful planning advice, from equipment availability to classroom techniques to troubleshooting hints.

Bessler, Joanne and others "Do Library Patrons Know What's Good for Them?" *The Journal of Academic Librarianship* 16(May 1990):76-85.

Bessler argues that academic libraries should stop trying to teach patrons what they think is good for them, and focus more effort on listening to what patrons want from the library. Six librarians respond to Bessler's argument in short opinion articles that follow.

Bodi, Sonia. 'Teaching Effectiveness and Bibliographic Instruction: The Relevance Of Learning Styles." *College & Research Libraries* 51(March 1990):113-19.

A discussion of learning styles and a practical explanation of how David Kolb's experimental learning model is applied in BI at North Park College.

Bostian, Rebecca, and Ann Robbins. "Effective Instruction for Searching CD-ROM Indexes." *Laserdisk Professional* 3(January 1990):14-17.

Describes an experiment that examined the relationship between successful searching of databases on CD-ROM by undergraduate students, and the various types of instruction provided by the library staff.

Dorscb, Josephine, et al. "A Multidisciplinary Approach to Information and Critical Appraisal Instruction." *Bulletin of the Medical Library Association* 78 (January 1990):38-44.

Interesting in that it not only offers an outline for course-integrated BI, but it does it within the framework of a medical program, a specialized discipline in which BI seems to be getting a firm hold.

Eadie, Tom. "Immodest Proposals: User Instruction for Students Does Not Work" *Library Journal* 115 (October 15, 1990):42-45.

A provocative article. included in the list for its subject coverage, which argues that conventional reference services better serve students than bibliographic instruction.

Edmonds, Leslie, Paula Moor, and Kathleen Mehaffey Balcom. "The Effectiveness of an Online Catalog." *School Library Journal* 36 (October 1990):28-32.

Describes a study by the authors of card and online catalog use by fourth, sixth and eighth graders at the Downers Grove Public Library. Includes the impediments students encounter in using each type of catalog and suggestions for changes in software design and library instruction.

Fister, Barbara. "Teaching Research as a Social Act: Collaborative Learning and the Library." *RQ* 29(Summer 1990):505-509.

Argues that BI should be the teaching of research as a "creative act of construction" not just a gathering of information. Fister shows how collaborative learning fits in with this paradigm and gives specific examples of learning activities.

Frick, Elizabeth. "Qualitative Evaluation of User Education Programs: The Best Choice?" *Research Strategies* 8(Winter 1990):3-13.

Discusses qualitative assessment of user education as a valid alternative to statistical evaluation. Suggests specific methods and processes; interviewing, observing, collecting descriptive data, with inductive analysis of the data gathered, that will make qualitative evaluation relatively rigorous.

George, Mary W. "Instructional Services." *Academic Libraries: Research Perspectives*. Mary Jo Lynch, editor. Chicago: American Library Association, 1990, pp. 106-142.

A review of the literature on library instruction services for the last 30 years.

Mandernack, Scott. "An Assessment of Education and Training Needs for Bibliographic Instruction Librarians." *Journal of Education for Library and Information Science* 30(Winter 1990):193-205.

A study of Wisconsin librarians finds that they have not had sufficient training for BI. The author makes suggestions for methods based on what librarians favor for continuing education in BI. The questionnaire used is appended.

Maynard, J. Edmund. "A Case Study of Faculty Attitudes Towards Library Instruction: The Citadel Experience." *Reference Services Review* 18(Summer 1990):67-76.

Describes a survey taken at The Citadel, seen as a first step toward more collaborative librarian/faculty programs, designed to determine the perception and use of library instruction by the teaching faculty. Provides a literature review of faculty attitudes towards library instruction, methodological overview (including the questionnaire), and analysis of survey results.

Moran, Barbara B. "Increasing Active Learning in Undergraduate Education." *College & Research Library News* 18(June 1990):511-514.

Although much of this is information BI librarians are already promoting, this might be a good article to share with upper-level library administrators, faculty, and college or university administrators.

Nahl-Jakobovits, Diane, and Lean A. Jakobovits. "Learning Principles and the Library Environment." *Research Strategies* 8(1990):74-81.

Discusses the broadest possible application of learning principles to bibliographic instruction. The authors see motivation, responding, and reinforcement as necessary conditions for effective learning. Both reinforcement and self-regulatory behavior are key factors in creating positive attitudes and outcomes for patrons.

Patterson, Charles D. and Donna W. Howell, "Library User Education: Assessing the Attitudes of Those Who Teach." *RQ* 29(Summer 1990):513-524.

Reports the findings of a survey that points out the shortcomings in professional education and administrative support for BI, as well as the problems faced by BI librarians.

Sheridan, Jean. "The Reflective Librarian: Some Observations on Bibliographic Instruction in the Academic Library." *Journal of Academic Librarianship* 16(March 1990):22-26.

An argument for the use of collaborative learning in BI. Methods are discussed and specific applications are given. Sheridan also considers special needs students.

Totten, Nancy Thomas. "Teaching Students to Evaluate Information: A Justification." *RQ* 29(Spring 1990):348-354.

An argument for teaching evaluation of sources as part of BI. Totten offers several definitions of critical thinking. Finally, she gives an example of how evaluation is taught to students at Indiana University Southeast.

Turner, Ann. "Computer Assisted Instruction in Academic Libraries." *Journal of Academic Librarianship* 15(January 1990):352-354.

Gives 12 situational characteristics that favor computer-assisted instruction application in organizations.

Welsch, Erwin K., and Abigail Loomis. "Research Assistant: A Hyper-Card Approach to Library Instruction." *OCLC Micro* 6(April 1990):20-25.

Provides an in-depth examination and review of "Research Assistant", a HyperCard stack designed to provide computer-assisted instruction for the research process (as opposed to library orientation). Looks at the program both pedagogically and technically, and raises some interesting questions about the role of technology in library instruction.

Whitaker, Cathy Seitz "Pile-Up at the Reference Desk: Teaching Users to Use CD-ROMs." *The Laserdisk Professional* 3(March 1990):30-34.

Reports on the results of a survey of 38 librarians, who had experience in training CD-ROM end-users, to determine the most effective way to train patrons in the use of CD-ROMs. Covers a wide range of CD-ROM related instructional issues.

LIRT'S TOP TWENTY FOR 1989

Baker, Betsy. "Bibliographic Instruction: Building the Librarian/Faculty Partnership." *The Reference Librarian* 24 (1989):311-328.

Stresses integrating instruction into the research process and cooperation between faculty, librarians, and students. Defines the faculty's function as course planning, the librarians' role as that of facilitating research objectives, and the students' role as learners.

Benefiel, Candace R., and Joe Jaros. "Microcomputer Software for Bibliographic Instruction Statistics." *College and Research Libraries News* 50 (October 1989):801-805.

Describes how an academic library streamlined its procedures for keeping BI records using spreadsheet software. Besides making record keeping easier, statistical and graphic results can be used to evaluate existing programs, plan for future ones, and justify needs to administrators.

Bevilacqua, Ann F. "Hypertext: Behind the Hype." *American Libraries* 20 (February 1989):158-62.

Provides a brief introduction to one of BI's hottest topics, hypertext. Provides concise background on the development of hypertext and identifies current applications, its limitations, as well as the future implications for libraries.

Blystone, Robert. "Enhancing Science Courses with BI: Three Approaches." *Research Strategies* 7 (Spring 1989):55-60.

A non-librarian describes three research assignments he gives to his science students to get them to use the library. Explains what he hopes his students will get out of the work and what he learns from students regarding the assignments.

Bracken, James K., and John Mark Tucker. "Characteristics of the Journal Literature of Bibliographic Instruction." *College & Research Libraries* 50 (November 1989):665-673.

Analyzes 187 articles on BI published in thirteen core library science journals. Finds that librarians cite publications from library literature three times as frequently as they cite publications from other disciplines.

Caren, Loretta. "Bibliographic Instruction for New Technology: 'Library Connections' Seminar at the Rochester Institute of Technology." *Library Trends* 37 (Winter 1989):366-73.

Stresses the growing need to emphasize instruction in the new technologies rather than the use of library resources and traditional finding tools. Describes seminars on usage of CD-ROMs, remote access to the online catalog, electronic mail, online ordering, FAX, ILL, and future technologies.

Donegan, Patricia Morris, Ralph E. Domas, and John R. Deosdade. "The Comparable Effects of Term Paper Counseling and Group Instruction Sessions." *College & Research Libraries* 50 (March 1989):195-205.

Describes a study to determine whether individualized term paper counseling sessions conveyed information for immediate recall better than group instruction sessions. Pre-test and post-test results revealed no significant differences between the two instructional methods.

Eaton, Gale. "What the Public Children's Librarian Needs to Know about Locational Skills Instruction in Elementary Schools." *Journal of Youth Services in Libraries* 2 (Summer 1989):357-66.

Reviews research on children's locational skills and their sequence as outlined in textbooks, curriculum guides, and state guidelines. Finds little research on the effectiveness of instruction in locational skills or the transfer of information skills for use in other libraries.

Frick, Elizabeth. "Theories of Learning and Their Impact on OPAC Instruction." *Research Strategies* 7 (Spring 1989):67-78.

Discusses four major areas of learning theory and relates them to the design of OPAC instructional systems. Provides a thorough review of the literature regarding bibliographic instruction and learning theory.

Hooten, Patricia A. "Online Catalogs: Will They Improve Children's Access?" *Journal of Youth Services in Libraries* 2 (Spring 1989):267-72.

States that online catalogs in public libraries require intellectual skills which children may not have learned. Concludes that children find these catalogs difficult to use. Suggests ways to make screens more understandable and recommends cooperation among school and public librarians.

Huston, Mary M. "Search Theory and Instruction for End Users of Online Bibliographic Information Retrieval Systems: A Literature Review." *Research Strategies* 7 (Winter 1989):14-32.

Provides an extensive review of the literature of how people search information retrieval systems and how to train people to search. Examines existing research models, bibliographic models, search curriculum, and commercially available education sources.

Kuhlthau, Carol C. "Information Search Process: A Summary of Research and Implications for School Library Media Programs." *School Library Media Quarterly* 18 (Fall 1989):19-25.

Summarizes five studies on students' perspectives of information seeking in response to a research assignment. Finds that the typical search process has six stages, including feelings, thoughts, and actions. Identifies areas needing further research.

Mensching, Teresa B. "Trends in Bibliographic Instruction in the Se: A Comparison of Data from Two Surveys." *Research Strategies* 7 (Winter 1989):4-13.

Reports results of the 1987 LOEX national survey. Compares data from the 1987 survey to the results of a similar survey conducted by LOEX in 1979. Concludes with several important questions for future bibliographic instruction research.

Naismith, Rachael, and Joan Stein. "Library Jargon: Student Comprehension of Technical Language Used by Librarians." *College & Research Libraries* 50 (September 1989):543-52.

Results of a study reveal that freshmen college students' failed to comprehend the meaning of library jargon used by librarians approximately half of the time. Offers librarians a list of options for improving communication.

Shedlock, James, and Edward W. Tawyea. "Library Orientation on Videotape: Production Planning, and Administrative Support." *Medical Reference Services Quarterly* 8 (Summer 1989):15-24.

Discusses the advantages of an orientation videotape for incoming students and new faculty at the Northwestern University Medical Library. Describes phases of production planning: outlining topics, drafting scripts, matching video sequences, and actual taping of video, voice, and music.

Tiefel, Virginia. "Evaluating a Library User Education Program: A Decade of Experience." *College & Research Libraries* 50 (March 1989):249-59.

Discusses the impact of library instruction on student attitudes and learning in the Ohio State University's Library Instruction Program (LIP). Contains a wealth of practical information about things to keep in mind when evaluating academic BI programs.

Wesson, Caren L., and Margaret Keefe. "Teaching Library Skills to Special Education Students." *School Library Media Quarterly* 17 (Winter 1989):71-77.

Provides a model for teaching library skills to mainstreamed, handicapped students. Recommends a team approach involving school library media specialists and special education teachers who develop a program determining students' skill levels, set objectives, provide instruction, and monitor progress.

Whitlatch, Jo Bell. "Unobtrusive Studies and the Quality of Academic Library Reference Services." *College & Research Libraries* 50 (March 1989):181-19.

Reports empirical data from a recent study regarding unobtrusive studies. Suggests that further unobtrusive studies be delayed until test questions representing all types of queries and measures of performance which supplement the correct fill rate are developed.

Wood, Elizabeth H. "Teaching Reprint File Management: Basic Principles and Software Programs." *RSR Reference Services Review* 17 (Summer 1989):13-16,62.

Describes a popular series of workshops offered by a medical library on personal file management. Content of the lectures includes both the theoretical principles of classifying personal files and evaluation of various software packages designed for this purpose.

Zachert, Martha Jane K. "The Information Manager as Provider of Educational Services." *Special Libraries* 80 (Summer 1989):192-96.

Analyzes trends in user education in special libraries, specifically law, health sciences, and corporate libraries. Lists questions librarians should ask before deciding to offer services, including those related to need, goals, cost, quality, and benefits.

LIRT'S TOP TWENTY FOR 1988

Bechtel, Joan. "Developing and Using the Online Catalog to Teach Critical Thinking." ***Information Technology and Libraries*****, 7 (March 1988): 30-40.**

Describes an online catalog which forces students to make informed choices throughout the search process. Teaching the use of this catalog focuses on the critical thinking process necessary for formulating and researching a topic.

Bodi, Sonia "Critical Thinking and Bibliographic Instruction: The Relationship." ***Journal of Academic Librarianship*****, 14 (July 1988): 150-153.**

Argues that there is no uniformly accepted definition of critical thinking. The ability to think critically may involve four developmental stages. Discusses implications for user education and teacher training.

Callison, Daniel, and Ann Daniels. "Introducing End-User Software for Enhancing Student Online Searching." ***School Library Media Quarterly*****, 16 (Spring 1988): 173-181.**

Describes a project at Carmel (Indiana) High School to teach students end-user searching on WilSearch. Includes student worksheets and logs.

Currie, Margaret and Dallas McLean-Howe. "Bibliographic Instruction for the Print-Handicapped." ***College & Research Libraries News*****, (Nov 1988): 672-674.**

Reports on the successful outcome at the University of Toronto Libraries in setting up library visits and instructional sessions for the print-handicapped.

Engeldinger, Eugene A. "Bibliographic Instruction and Critical Thinking The Contribution of the Annotated Bibliography." ***RQ*****, 28 (Winter 1988): 195-202.**

BI librarians can teach college students to evaluate materials in the library and have a responsibility to do so. This paper gives nine points that students can use to evaluate the materials they read.

Engeldinger, Eugene A. "Teaching Only the Essentials - The Thirty Minute Stand." ***Reference Services Review*****, 16 (1988): 47-50, 96.**

Engeldinger describes the approach to BI used at his library: a thirty-minute lecture followed by a twenty-minute exercise. Content emphasis is on searching the catalog and periodical indexes by keyword and by controlled vocabulary.

Fatzer, Jill. "Library Literacy." ***RQ*****, 27 (Summer 1988): 484-487.**

Theorizes on the future role of library literacy and library instruction in the year 2000. Envisions an innovative library with different media but still having the same messages to impart -- education and training of its users.

Feinberg, Richard and Christine King. "Short Term Library Skill Competencies: Arguing for the Achievable." *College and Research Libraries*, 49 (Jan 1988): 24-28.

The authors argue that in teaching, librarians should concentrate on a small number of short-term competencies needed for an immediate library assignment, using a combination of brief lectures and active student involvement.

Gratch, Bonnie G. "Rethinking Instructional Assumptions in an Age of Computerized Information Access" *Research Strategies*, 6 (Winter 1988): 4-7.

Reports on a study of the information-seeking behavior of users of several automated reference sources. A model for library user education that considers automated information retrieval is presented

Kinney, Elaine M. "Thirty Minutes and Counting A Bibliographic Instruction Program." *Illinois Libraries*, 70 (Jan 1988): 36-37.

Description of a program at the Deerfield (Illinois) Public Library to provide library instruction to a junior high school class in cooperation with the teacher and the school library.

Krapp, JoAnn Vergona. "Teaching Research Skills: A Critical Thinking Approach." *School Library Journal*, 34 (Jan 1988): 32-35.

Reviews educational literature on the critical thinking/problem solving approach to learning. Summarizes two activities designed to teach critical thinking and research skills in the context of social studies classes in fifth and sixth grades.

Madland, Denise and Marian A. Smith. "Computer Assisted Instruction for Teaching Conceptual Library Skills to Remedial Students." *Research Strategies*, 6 (Spring 1988): 52-64.

Describes a program designed to teach critical thinking skills. Evaluation showed that students receiving classroom presentation scored higher on a post test than students using the computer-assisted instruction although CAI was the preferred mode.

Martell, Charles and Jennifer D. Ware. "Hard Facts, Hard Work: Academic Libraries and A Nation at Risk - A Symposium." *Journal of Academic Librarianship*, 14 (May 1988): 72-81.

Examines the response of academic libraries to A Nation at Risk and other reports that followed it. Includes articles from Ohio State University and Washington State University.

Mellon, Constance A. "Attitudes: The Forgotten Dimension in Library Instruction." *Library Journal*, 113 (Sept 1, 1988): 137-139.

Discusses library anxiety among college undergraduates in the context of students' previous library experiences. Describes a program to deal with it.

Pask, Judith M. "Computer-Assisted Instruction for Basic Library Skills." *Library Software Review*, 7 (January-February 1988): 6-11.

Describes two CAI tutorials developed at Purdue University which teach use of periodical indexes/how to locate journals and use of an online catalog.

Rader, Hannelore B. "Library Orientation and Instruction - 1987." *RSR Reference Services Review*, 16 (1988): 57-68.

The 14th annual review of library instruction literature.

Rankin, Virginia "One Route to Critical Thinking." *School Library Journal*, 34 (Jan 1988): 28-31.

The author describes a program in which she taught students to think about their own research using a daily journal.

Schub, Sue. "Teaching Bibliographic Instruction." *Library Journal*, 113 (Feb 1, 1988): 39-40.

Brief article outlining issues faced by the new instructor of a credit course in bibliographic instruction. Covered are clear course objectives, the components of a theoretical framework, the value of hands-on experience, and realistic expectations.

Smith, Jean. "Teaching Research Skills Using Video: An Undergraduate Library Approach." *RSR Reference Services Review*, 16 (1988): 109-114.

Describes the planning, production, and use of video in the University of California, San Diego's Undergraduate Library instructional program.

Teaching Library and Information Retrieval Skills to Academic Administrators and Support Staff." *College and Research Libraries News*, 49 (April 1988): 217-223.

Prepared by the Association of College and Research Libraries, Education and Behavioral Science Section (EBSS). Addresses unique user needs within a traditional BI context. A supplement to the 1984 "BI Tip Sheet for Academic Administrators and Support Staff."

LIRT'S TOP TWENTY FOR 1987

Brune, Bonnie. "Teaching Library Skills." *Tech Trends* (April 1987):23-24.

Describes a library instruction program for the upper elementary grades. Students who attain a certain grade on a skills test are a "Library Skill Authority" and are able to grade the work of other students.

Bradigan, Pamela S., Susan M. Kroll and Sally R. Sims. "Graduate Student Bibliographic Instruction at a Large University: A Workshop Approach." *RQ* (Spring 1987):335-340.

Describes research workshops for graduate students at Ohio State University Libraries. Covers the need for the workshops, their intended goals, projected audience, planning , implementation, search strategy, and the evaluation method used.

Craver, Kathleen W. "Use of Academic Libraries by High School Students: Implications for Research." *RQ* (Fall 1987):53-66.

This comprehensive review article identifies three types of literature: descriptive; research studies; and questionnaire data. Problems associated with the literature are discussed from a variety of perspectives, and emphasis is placed upon neglected aspects of the literature on bibliographic instruction.

Fields, Carolyn B. "Using the Results of a Pre-test to Determine Lecture Content: A Case Study." *Research Strategies* (Winter 1987)29-35.
Describes using a pre-test survey instrument to measure the level of library literacy of students who will be attending a library lecture. The purpose was to determine what students already know in order to maximize the amount of new material that can be taught during a limited 50 minute class period.

Foster, Jocelyn. "Computer-Assisted Instruction: Putting it to the Test." *Canadian Library Journal* (June 1987)161-168.

Reports on a research project conducted to explore the effectiveness of computer-assisted instruction for teaching end-user searching in public libraries. Concludes that CAI is an excellent format for introducing basic concepts but it cannot stand alone. Direct assistance with a search is necessary for the casual user.

Huston, Mary M., and Susan L. Perry. "Information Instruction: Considerations for Empowerment." *Research Strategies* (Spring 1987):70-77.

Describes a course aimed at developing library self-reliance In students. The course was offered through a predominantly Black outreach program at Evergreen State College.

Jakobovits, Leon A. and Diane Nahl-Jakobovits. "Learning the Library: Taxonomy of Skills and Errors." *College and Research Libraries* (May 1987):203-214.

Provides a theoretical scheme to classify user behavior into three domains of library activity, and into three levels of learning. Examples of library behavior in each of the nine zones are given, and advantages for applying the taxonomy are offered.

Kenney, Donald J. "Assessing Library Instruction: Where It Has Been and Where Is It Taking Us?" *Catholic Library World* (July/August 1987):39-42.

Suggests that a library instruction program has economic and educational benefits and should be attempted in all kinds of libraries to further facilitate "life long learning." A brief description of library instruction history from the mid-1960's is provided.

Kollmeier, Harold H. and Kathleen Henderson Staudt. "Composition Students Online: Database Searching in the Undergraduate Research Paper Course." *Computers and the Humanities* (July/September 1987):147-155.

Describes a program which introduces freshman students enrolled in a "reading and research" course to end-user searching. The approach to training students, as well as faculty participation in this process are discussed.

Marchionini, Gary and Danuta A. Nitecki. "Managing Change: Supporting Users of Automated Systems." *College and Research Libraries* (March 1987):104-109.

Discusses changes in academic libraries resulting from evolving technologies, and the need to train library patrons and staff in the use of electronic information systems. A review of the training literature and the results of three projects for supporting patron use of online systems are reported.

Margolis, Michael. "Library Instruction and Intellectual Stimulation." *Reference Services Review* (Spring 1987):47-49.

Evaluates several related articles which touch on the librarian's need to communicate the purpose of library research. Encourages the librarian's use of subject expertise in teaching students how to evaluate and apply reference sources.

Markham, Marsha C. and Gordon B. Leighton. "Exploring Freshman Composition Student Attitudes About Library Instruction Sessions and Workbooks: Two Studies." *Research Strategies* (Summer 1987):126-134.

Surveyed college freshmen enrolled in English composition classes to determine their attitudes toward the lecture-discussion practicum versus the workbook approach to bibliographic instruction. Analysis of responses revealed that students perceive the lecture to be more successful than the workbook.

Mellon, Constance A. *Bibliographic Instruction: The Second Generation.* Littleton, Colorado: Libraries Unlimited, Inc., 1987.

Provides essays written by leaders in the bibliographic instruction field. Topics included in this monograph are: history; technology; library education; and the future of bibliographic instruction.

Nielsen, Brian and Betsy Baker. "Educating the Online Catalog User: A Model Evaluation Study." *Library Trends* (Spring 1987):571-585.

Describes the research objectives. rationale, methodology, and findings of a model program examining the need for instruction for online catalog use. The role of the reference librarian in educating users for online catalog use and the impact of online instruction on bibliographic instruction are also explored.

O'Hanlon, Nancyanne. "Library Skills, Critical Thinking, and the Teacher-Training Curriculum." *College and Research Libraries* (January 1987):17-26.

Describes the results of a survey of elementary education faculty concerning their attitudes toward the teacher's role in developing research and library skills instruction among elementary school students. Results show strong support for, but limited implementation of, such training for teachers.

Rader, Hannelore B. "Library Orientation and Instruction—1986." *Reference Services Review* (Summer 1987):65-76.

Presents an annotated list of materials dealing with orientation to library facilities and services, instruction in the use of information resources, and computer skills related to retrieving information. The list is arranged by type of library.

Shapiro, Beth J. and Phillip M. Marcus. "Library Use, Library Instruction and User Success." *Research Strategies* (Spring 1987):60-69.

Reports on the results of a study that examined the reasons people use academic libraries and the relationship between library use, library instruction, and library success. The conclusions identify services and physical facilities that may increase user success rates in locating materials.

Sherratt, Christine Stewart. "Education for Bibliographic Instruction: A Perspective Revisited." *Journal of Education for Library and Information Science* (Winter 1987):194-197.

Supports the position that library schools should integrate the preparation of librarians for instructional tasks into the graduate curriculum. Describes a course in which the theory and practice receive equal treatment.

Shill, Harold B. "Bibliographic Instruction: Planning for the Electronic Information Environment." *College and Research Libraries* (September 1987):433-453.

Outlines the advancing technological milieu which will necessitate long range library planning focusing on training students in electronic information retrieval. Includes findings from an environmental scan which suggests the general direction for expanded bibliographic instruction programs.

Texas Education Agency, Austin, TX. *Library/Information Skills for Quality Education.* January, 1987. ERIC ED281558.

Provides a detailed guide to a library/information skills curriculum developed in Texas for grades kindergarten through 12. The document was developed in response to requests from librarians and principals for a scope and sequence guide for these skills.

LIRT'S TOP TWENTY FOR 1986

Baker, Betsy. "A Conceptual Framework for Teaching Online Catalog Use." *Journal of Academic Librarianship* 12(May 1986): 90-95.

Describes a research project conducted at Northwestern University designed to provide a model of online catalog instruction that could be modified and adopted by other academic libraries.

Brophy, Edward. "Providing Online Searching Services in High Schools." *Catholic Library World* 58(July/August 1986): 35-39.

Provides an overview of what equipment, programs. and information is needed to begin providing online services to high school students and faculty. Encourages the integration of the online search with the instructional process.

Cope, Johnnye and Evelyn Black. "New Library Orientation for International Students." *College Teaching* 33(Fall 1985): 159-62.

Describes a library orientation program as a component of the orientation/acculturation class for international students at North Texas State University. Uses a special team approach involving librarians and English teachers.

Craver, Kathleen W. "The Changing Instructional Role of the High School Media Specialist: 1950-84." *School Library Media Quarterly* 14(Summer 1986): 182-91.

Details the educational philosophy and practices of each decade and demonstrates their influences on the growth and development of the librarian's instructional role--a role that has progressed from that of mere provider of reading guidance and cooperation with faculty on curriculum committees to active educator and instructor.

Dewdney, Patricia and Catherine Ross. "Effective Question-Asking in Library Instruction." *RQ* 25(Summer 1986): 451-54.

Suggests ways of using questions effectively in the classroom to increase student involvement in library instruction.

Dunn, Kathleen. "Psychological Needs and Source Linkage in Undergraduate Information-Seeking Behavior." *College and Research Libraries* 47(September 1986): 475-81.

Identifies categories of sources used to satisfy these information needs. Empirically establishes significant relationships between the motivating needs and categories of sources used.

Gavryck, Jacquelyn. "Library Instruction for Clerical Staff: The Rest of the Iceberg." *Journal of Academic Librarianship* 11(January 1986): 343-45.

Describes program of four workshops developed by bibliographic instruction librarians to enhance the skills of nearly 100 academic library clerical employees.

Gilliland, Mary J. "Can Librarians Make a Difference? Test Scores Say Yes!" *School Library Media Quarterly* 15(Winter 1986): 67-70.

Discusses a library and study-locational skills review program developed and implemented at a high school in California. The program as presented has value for all high school libraries and could be adapted for use in other library environments.

Gratch, Bonnie. "Computer-Assisted Instruction: An Unfilled Promise." *Wilson Library Bulletin* (December 1986): 20-22.

Survey of nearly fifty libraries to ascertain the types of software being used in academic and school library BI programs. Describes applications of CAI software and suggests how BI programs can utilize this instructional medium.

Greenfield, Louise. Susan Johnston, and Karen Williams. "Educating the World: Training Library Staff to Communicate Effectively with International Students." *Journal of Academic Librarianship* 12(September 1936): 227-31.

Presents the goals, content and organization of a workshop designed to train library staff in cross-cultural communication. Addresses language difficulties, cross-cultural adjustment and instructional sessions for international students.

Hoffman, Irene and Opritsa Popa. "Library Orientation and Instruction for International Students: The University of California--Davis Experience." *RQ* 25(Spring 19~6): 356-60.

Describes an orientation and network program developed to help foreign students. Staff cultural awareness is also addressed.

Jones, Patrick and Candace E. Morse. "What To Do When the World Book is Missing: A Program of Public Library Instruction for High School Students." *RQ* 26(Fall 1986): 31-34.

Describes the development of a cooperative venture in which library instruction is given in a high school by public librarians.

Kemp, Barbara E., Mary M. Nofsinger, and Alice M. Spitzer. "Building a Bridge: Articulation Programs for Bibliographic Instruction." *College and Research Libraries* 47(September 1986): 470-74.

Discusses several cooperative programs designed to help students make the transition from high school to college libraries.

Kenney, Donald J. and Linda J. Wilson. "Developing a Partnership in Library Instruction." *College and Research Libraries News* 47(May 1986): 321-22.

Describes a joint effort between school and academic librarians to teach library skills to college-bound high school students in twenty-six counties of Southwest Virginia

Mellon. Constance. "Library Anxiety: A Grounded Theory and its Development." *College and Research Libraries* 47(March 1986): 160-165.

Reports that student's initial response to libraries is fear that stems from a feeling of inadequacies in their library skills. Give suggestions on what the library can do to alleviate this anxiety.

Miller, William. "Instructing the Online Catalog User." *Research Strategies* 4(Spring 1986): 81-84.

Looks at the idiosyncrasies of online catalogs, their implications for instruction and how to keep it all in perspective.

Rader, Hannelore. "Library Orientation and Instruction--1986." *Reference Services Review* 14(Summer 1986): 59-69.

Presents an annotated list of materials published in 1985. Discusses orientation to library facilities and services, instruction in the use of information resources and computer skills related to information gathering. Geared to libraries of all types.

Sheridan, Jean. "Andragogy: A New Concept for Academic Librarians." *Research Strategies* 4(Fall 1986): 156-67.

Discusses the unique characteristics and needs of adult students and recommends specific techniques for teaching them.

Shirk, John C "Adult Learning and Use of Public Libraries: Four Case Studies." *RQ* 26(Fall 1986): 81-89.

Discusses motivating adult learners. Concludes that public libraries could market adult learning programs that would increase library services and facilitate lifelong learning among their adult clients.

Spurrell, Iris. "Student Strategy for Research: A Developmental Approach." *Emergency Librarian* 14(September-October 1986):15-19.

Provides a plan for teaching elementary school students the use of the library and the acquisition of research skills. Stress is placed on the cooperation of the entire school staff, especially between the librarian and the teacher. who must design developmental learning experiences beginning in the early grades.

LIRT'S TOP TWENTY FOR 1985

Brundin, Robert E. "Education for Instructional Librarians: Development and Overview." ***Journal of Education for Library and Information Science*** **25(3) (Winter 1985): pp. 177-89.**

Examines reasons for the general scarcity of courses on bibliographic instruction in library school curricula, and recommends possible solutions to the problem. Examines the program at the University of Alberta.

Craver, Kathleen W. "Teaching Online Bibliographic Searching to High School Students." ***Top of the News*** **41(2) (Winter 1985): pp. 131-39.**

Describes four courses in which high school students were introduced to searching online databases.

Friend, Linda. "Identifying and Informing the Potential End-User: Online Information Seminars." ***Online*** **10(1) (January 1986): pp. 47-56.**

Describes seminars developed by the libraries at Pennsylvania State University for faculty and graduate students. Includes sample forms, questionnaires, and course syllabus.

Hamilton, Dennis. "Library Users and Online Systems: Suggested Objectives for Library Instruction." ***RQ*** **25(2) (Winter 1985): pp. 195-97.**

Outlines objectives of instruction programs for librarians teaching patrons to use online systems. Developed by the Direct Patron Access to Computer-Based Reference System Committee of ALA.

Haycock, Carol-Ann. "Information Skills in the Curriculum: Developing a School-Based Continuum." ***Emergency Librarian*** **13(1) (September-October 1985): pp. 11-17.**

Suggest several broad categories of information skills needed by students in grades K-7 and ways in which an instruction curriculum can be designed to meet these needs.

Kemp, Barbara E., Mary M. Nofsinger, and Alice M. Spitzer. "Building a Bridge: Articulation Programs for Bibliographic Instruction." in ***Energies for Transition: Proceedings of the Fourth National Conference o~ the Association of College and Research Libraries*** **(Baltimore, MD: April 9-12, 19~6), pp. 52-54.**

Emphasizing the student's transition from high school to college, this paper discusses several models of high school/college cooperation and reports on several such current projects involving bibliographic instruction.

Kenney, Donald J. and Linda Wilson. "Education for the Online Access Catalog: A Model." ***Research Strategies*** **3(4) (Fall 19~5): pp. 164-69.**

Discusses the components of a model of user education for library patrons using an online catalog. Components include those related to planning, implementation, and publicizing the OPAC.

Kuhlthau, Carol Collier. "A Process Approach to Library Skills Instruction." ***School Library Media Quarterly*** **13(1) (Winter 1985): pp. 35-40.**

Reports the findings of a study of high school seniors involved in library research, and develops a six stage model of the library research process based on these findings.

MacAdam, Barbara. "Humor in the Classroom: Implications for the Bibliographic Instruction Librarian." *College and Research Libraries* 46(4) (July 1985): pp. 327-33.

Examines the role and use of humor in the academic classroom, and its effects on learning and on students' perceptions of instructors.

Piele, Linda J., Harold W. Tuckett, and Judith Pryor. "Teaching Microcomputer Literacy: New Roles for Academic Librarians." in *Energies for Transition: Proceedings of the Fourth National Conference of the Association of College and Research Libraries* (Baltimore, MD: April 9-12, 1986), pp. 56-8.

Contends that microcomputers should be viewed as powerful information management and retrieval tools and that, as such, something that librarians should be vitally involved with. Proposes that an important new role for the instruction librarian will be in teaching microcomputer and information literacy.

Schon, Isabel, et. al. "The Effects of a Special Motivational Library Program on High School Students' Library Use and Attitudes." *Journal of Experimental Education* 54(1) (Fall 1985): pp. 40-43.

Reports the results of a randomized experiment involving sophomore students in five high schools, half of whom received specialized instruction in library use.

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Discusses the leadership role played by the library at the Miami-Dade Community College in developing a program to serve academically deficient students. Includes sample handouts and the project proposal.

Thaxton, Lyn. "Dissemination and Use of Information by Psychology Faculty and Graduate Students: Implications for Bibliographic Instruction." *Research Strategies* 3(3) (Summer 1985): pp. 116-24.

Reports the results of a study of patterns of communication and information exchange among psychology faculty and graduate students at Georgia State University and discusses the implications for the bibliographic instruction program.

Thesing, Jane I. "Marketing Academic Library Bibliographic Instruction Programs: Case and Commentary." *Research Strategies* 3(1) (Winter 1985): pp. 29-36.

Employs techniques derived from the principles of marketing to an analysis of a case study of a failed bibliographic instruction program in a hypothetical academic library. Suggests ways to utilize a marketing perspective to improve library services.

Walisser, Sharon. "Developing a School-Based Research Strategy, K-7." *Emergency Librarian* 13(1) (September-October 1985): pp. 19-26.

Outlines a suggested methodology for teaching library research skills to students in grades K-7. Includes sample research strategies.

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